

# Mount Pleasant Central School District

## 1st Grade, Math



*We believe that students should learn the Mathematical Practice Standards by connecting real-world problems and mathematical solutions through modeling, exploration, and discovery.*

How can units of ten help us compose and decompose numbers? In this class, students will use various strategies to find sums and differences of numbers. They will count fluently within 120 and compare numbers using place value knowledge. Students will solve single-step addition and subtraction problems—where the unknown is in multiple positions—by using different models such as tape diagrams and number bonds. Our main goal is to develop a rich number sense by diving deeply into the part-part-whole relationship within a number bond. We emphasize collaboration, critical thinking, and communication in our whole-group and small-group lessons. Assessment will be through mid-module and end-of-module assessments, as well as performance-based assessments that enable students to apply their learning to real-world situations.

Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
<b>Module 1 Counting, Comparison and Addition</b>	September/ October	Reading data from a graph; Addition strategies (Counting On); Partners to Ten; Making the same total in a variety of ways.	Doubles Expression Graph Unknown	1.OA.3: Apply properties of operations as strategies to add and subtract. 1.OA.4: Understand subtraction as an unknown-addend problem within 20. 1.OA.6a: Add and subtract within 20. Use strategies such as: Counting on, Making Ten 1.NBT.2: Understand that the two digits of a two-digit number represent amounts of tens and ones.  Understand 10 can be thought of as a bundle of ten	Students will read a bar graph. Students will compare one- and two-digit numbers using math symbols. Students will use the “Counting On” strategy. Students will solve basic addition and subtraction word problems by creating a model and writing a matching equation.	How do you choose the most efficient strategy to find a sum or difference?	Written assessment.

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				<p>ones, called a "ten".</p> <p>b. Understand the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p>Compare two, two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, and <math>&lt;</math>.</p>			
<b>Module 2 Addition and Subtraction</b>	November	Reasoning about the correct operation needed to solve a word problem;	Equation Value Double Graph	1.OA.1: Use addition and subtraction to solve one step word problems with unknowns in all positions	Students will solve word problems by drawing a model and writing an equation.	How can I figure out which operation I need to use to solve a word problem?	Written assessment

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Relationships		Relationship between addition and subtraction; Representing and solving comparison word problems.	Combine Related	1.OA.4: Understand subtraction as an unknown addend problem within 20 1.OA.6a: Add and subtract within 20 using strategies such as counting on, making ten, decomposing a number leading to a 10. 1.MD.4: Represent and interpret data	Students will solve comparison word problems (how many more/less) by using a graph.		
Module 3 Properties of Operations Make Easier Problems	December-January	Using addition strategies to make problems easier to solve; Using a number line to add.	Addend Ten Unit	1.OA.1: Use addition and subtraction to solve one step word problems with unknowns in all positions. 1.OA.3: Apply properties of operations as strategies to	Students will “Make a Ten” to make problems easier to solve. They will use number bonds as a visual model when	How can I use number strategies to make adding easier?	Written assessment.

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				add and subtract. 1.OA.6a: Add and subtract within 20 using strategies such as counting on, making ten, decomposing a number leading to a 10. 1.NBT.1: Understand that the two digits of a two digit number represent amounts of tens and ones.	decomposing. Students will decompose two-digit numbers and find that they represent amounts of tens and ones.		
<b>Module 4 Comparison and Composition of Length Units</b>	February	Measuring objects with cm cubes and rulers; Comparing and ordering lengths.	Length Measure Compare Order	1.MD.1: Order three objects by length 1.MD.2: Measure objects with a length unit placed end - to - end with no gaps or overlaps	Students will measure objects with cm cubes without gaps or overlapping. Students will compare lengths of objects using “longer than” and “shorter than”.	How can I use a cm cube to measure an object?	Written assessment.

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<b>Module 5 Place Value Concepts to Compare Add and Subtract</b>	March/April	Grouping units into tens and ones; Using place value to compare numbers; Addition and subtraction of one- and two-digit numbers.	Digit Compose Bundle Place Value	1.OA.7: Understand the meaning of the equal sign and determine if equations involving addition or subtraction are true or false. 1.NBT.2: Understand that the two digits of a two digit number represent the amounts of tens and ones. 1.NBT.3: Compare two two-digit numbers based on place value. Use the symbols $<$ , $>$ , $=$ 1.NBT.4: Add within 100 using concrete models	Students will compare two-digit numbers based on place value drawings. Students will add two-digit numbers using quick tens and ones drawings.	How do I know the value of a two-digit number?	Written assessment; Culminating performance-based assessment.

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<b>Module 6 Attributes of Shapes Advancing Place Value, Addition, and Subtraction</b>	May/June	Attributes of two-dimensional and three-dimensional shapes; Creating composite shapes; Introduction to fractions (halves and fourths); Telling time to the hour and half-hour; Counting numbers beyond 100; Adding numbers within 100.	Addend Equal Ones Tens Sum	1.MD.3a: Tell and write time to the hours and half hours using analogue and digital clocks 1.G.1: Define shapes by attributes 1.G.2: Compose two-dimensional shapes or three-dimensional shapes to create a composite shape 1.G.3: Partition circles and rectangles into halves and fourths	Students will tell time to the hour and half-hour on digital and analogue clocks. Students will use attributes to identify two-dimensional and three-dimensional shapes. Students will add numbers within 100 using models (quick tens and ones). Students will solve	How can I use different attributes to identify and compose shapes?	Written assessment; Culminating performance-based assessment.

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					word problems within 100 using models (quick tens and ones).		